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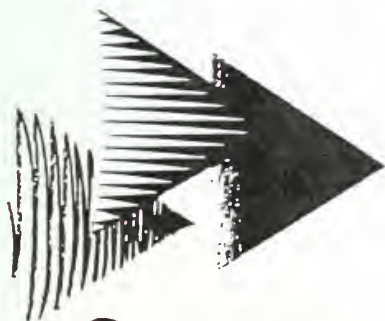
LEGAL STUDIES

Course of Studies

DRAFT

1993-94 Field Review

- Introductory Level
- Intermediate Level
- Advanced Level



Career &
Technology
STUDIES

AUGUST 1993

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EDUCATION
CURRICULUM BRANCH

NOTE: Questions or comments about this course of studies are welcome and should be directed to:

Betty Leadbeater
Program Consultant, Legal Studies
Curriculum Branch
Alberta Education
Devonian Building West
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Telephone: (403) 427-2984
Fax: (403) 422-3745


or to:

Sharon Prather
Program Manager, Career and Technology Studies
Curriculum Branch
Alberta Education
Devonian Building West
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Telephone: (403) 427-2984
Fax: (403) 422-3745

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LEGAL STUDIES

A. STRAND RATIONALE

The law is fundamental to society. Its many functions include the settlement of disputes, the regulation of private arrangements, and the provision of guidelines for conduct in the community.

Legal Studies presents students with basic and practical information about the law. The primary goal is to develop in students the knowledge, skills and attitudes required to respond appropriately to the impact of law on their daily lives. A secondary goal is to equip students with the capabilities and confidence required to participate in the evolution of our laws.

B. STRAND ORGANIZATION

CURRICULUM STRUCTURE

Legal Studies, like other Career and Technology Studies curricula, has been developed using a modular design. A module is a unit of curriculum that should be achieved by most students in approximately 25 hours of learning.

The Legal Studies curriculum is organized into three levels of learning: introductory, intermediate and advanced. The introductory level contains modules that will help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand. The intermediate level contains modules that build on competencies developed in the introductory level and focus on developing more complex, transferable competencies. The advanced level contains modules that require a higher degree of expertise and focus on developing specific competencies.

PROGRAM PLANNING

The Legal Studies curriculum allows schools and teachers the flexibility to design school programs based on the needs and interests of their students and circumstances in the school and community. The levels framework will challenge students to keep learning and will provide new and exciting opportunities at each level.

The first two modules—You and the Law I and You and the Law II—are prerequisite to all other Legal Studies modules. Beyond these modules, possibilities for course design are limited only by the imagination of students, teachers and the local community. Criteria that should be considered in designing course sequences are:

- student interests, abilities and career aspirations
- expertise and interests of the teacher
- potential linkages with other school programs.

Samples

For a 3-credit course for students without any previous Legal Studies, teachers should select the two prerequisite modules plus one from the intermediate level; e.g.:

MODULES
You and the Law I (LGS101)
You and the Law II (LGS102)
Criminal Law (LGS204)
RATIONALE/LEARNINGS
Students will learn basic and practical legal information and will develop skills and attitudes to enable them to respond appropriately to the impact of law on their daily lives (as a consumer and as a member of a family, in the workplace and in society). They will also learn about the criminal justice system in detail.
This course will complement the social studies program and other CTS strands.

A 5-credit course should include the two prerequisite modules plus any three intermediate level or advanced level modules; e.g.:

LGS101
LGS102
LGS204
LGS302
LGS305

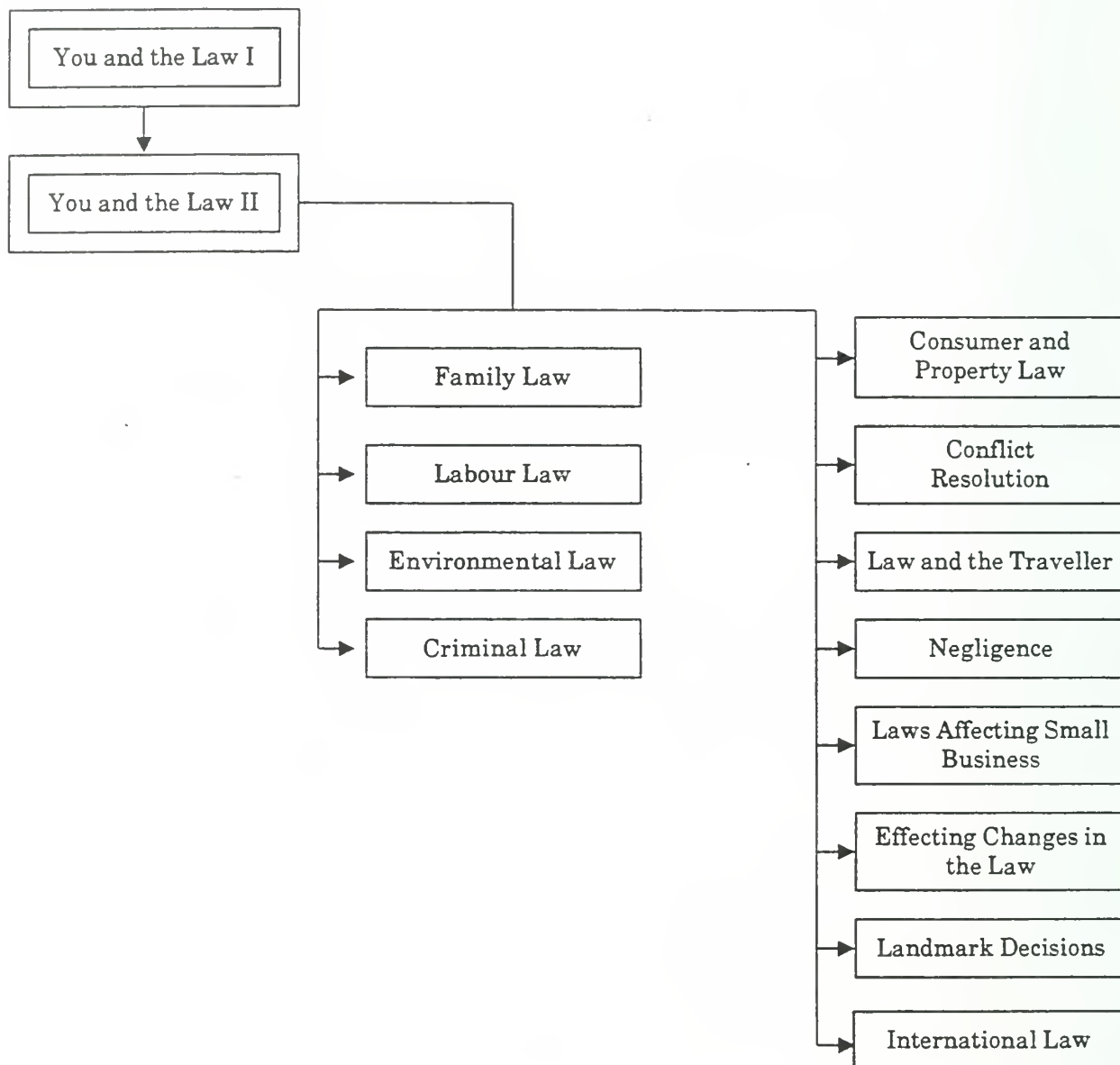
Courses for students who have taken the two prerequisite modules can also be designed with great flexibility.

LEGAL STUDIES
SCOPE AND SEQUENCE

INTRODUCTORY

INTERMEDIATE

ADVANCED



Required

--

C. CURRICULUM AND ASSESSMENT STANDARDS

CURRICULUM STANDARDS

Curriculum standards are expressed through learner expectations, which describe the competencies that students are expected to develop. They require students to be active learners who can combine knowledge, skills and attitudes within an applied context.

Learner expectations for Legal Studies are categorized in three, progressively detailed stages: strand, module and specific learner expectations.

Strand Learner Expectations

Strand learner expectations describe the overall characteristics of the Legal Studies program and form the basis for specific learner expectations within each module. In Legal Studies, the student will:

- develop skills in decision making, problem solving, communication and critical thinking
- develop knowledge, skills and attitudes about the law
- identify the rights granted and the responsibilities imposed by the law
- engage in the critical analysis of legal issues
- develop an appreciation of the individual's ability to influence the law
- demonstrate a tolerance for opinions held by others
- demonstrate the ability to work cooperatively with others
- develop the ability to recognize, avoid and resolve problems with legal implications
- develop an awareness of legal issues in other curricular areas.
- investigate career options related to the law.

Module Learner Expectations

Module learner expectations provide an overall curricular focus for each module. They describe what the student should know and be able to do to successfully complete the module.

Specific Learner Expectations

Specific learner expectations define the scope of learning, or content, to be covered within each module. They are a combination of knowledge, skills and attitudes and form the basis for assessment. Specific learner expectations for Legal Studies modules are identified on pages 7 through 46.

ASSESSMENT STANDARDS

Assessment standards describe the conditions and criteria for determining whether or not a student's performance meets the required standard. Assessment standards for each module in Legal Studies are under development.

MODULE LGS101: YOU AND THE LAW I – AS A CONSUMER AND AS A FAMILY MEMBER

Level: Introductory

Type: Required

Module Learner Expectations

The student will:

- investigate laws related to the consumer and to the family
- where relevant, examine the foundations for these laws.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Purchasing Goods and Services	<i>The student will:</i> <ul style="list-style-type: none">● discuss deposits, returns, advertisements, direct sales● discuss the essential elements, forms and types of contracts● compare the rights and responsibilities of a minor when purchasing a necessary with that of a non-necessary● differentiate between warranties and guarantees● examine the documents required and the legal implications of obtaining credit.	Consumer Services Regional Offices <i>Unfair Trade Practices Act</i> <i>Personal Properties Security Act</i> Personal Properties Security Registry Motor Vehicle Registry <i>Credit and Loans Agreement Act</i>
Renting Accommodation	<ul style="list-style-type: none">● discuss the advantages and disadvantages of signing a lease● examine the <i>Residential Tenancies Act</i> and identify rights and responsibilities of the tenant and the landlord.	<i>Individual's Rights Protection Act</i> <i>Innkeepers Act</i> Alberta Human Rights Commission
Living with the Family	<ul style="list-style-type: none">● compare the powers of the federal government in family relations with those of the provincial government● explain the court system as it relates to the family and to children in need● examine the rights and responsibilities of family members	<i>Marriage Act</i> <i>Domestic Relations Act</i> <i>Alberta Child Welfare Act</i> Adoption option (private agency) Alberta Children's Advocate

MODULE LGS101: YOU AND THE LAW I – AS A CONSUMER AND AS A FAMILY MEMBER (continued)

Concept	Specific Learner Expectations	Notes
Living with the Family (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> list examples of behaviour within families; e.g., spouses, elderly, children, siblings which legally would be considered abusive differentiate between types of family violence—physical, psychological and sexual discuss the <i>Family Relief Act</i> and the provisions in it for children and the elderly. 	<p><i>Maintenance Enforcement Recovery Act</i></p> <p><i>Criminal Code of Canada</i></p> <p><i>Child Welfare Act</i></p> <p><i>Domestic Relations Act</i></p> <p>Kit from Office for the Prevention of Family Violence</p>
Living with a Partner	<ul style="list-style-type: none"> examine the difference between the essential requirements for marriage and the legal requirements discuss the differences between the rights and responsibilities of two people who are legally married and two people who are cohabiting consider the legal implications if two or more people live together for economic reasons. 	<p><i>Matrimonial Properties Act</i></p> <p><i>Individual's Rights Protection Act</i></p>
Leaving a Partner	<ul style="list-style-type: none"> distinguish between legal separation and divorce examine the laws regarding property, custody, access and maintenance explain the grounds for divorce and related issues explore legal options if support ordered by the court is not being provided. 	<p>Marriage counsellor</p> <p>Mediation Services (provincial court)</p> <p>Divorce lawyer</p> <p>Family court judge</p> <p><i>Family Relief Act</i></p> <p><i>Dower Act</i></p>
Preparing Your Will and Estate	<ul style="list-style-type: none"> evaluate the benefits of having a will identify the types of wills and the legal requirements for preparing a will compare the legal procedures followed when distributing property that is left intestate, with property that is bequeathed. 	<p><i>Intestate Succession Act</i></p> <p>Estate lawyer</p> <p>Legal Resource Centre</p> <p>Student Legal Services</p> <p>Funeral director</p> <p><i>Wills Act</i></p> <p><i>Public Trustees Act</i></p>

MODULE LGS102: YOU AND THE LAW II – IN SOCIETY AND IN THE WORKPLACE

Level: Introductory

Type: Required

Module Learner Expectations

The student will:

- explore laws related to the workplace
- examine the rights and responsibilities of the individual in society
- where relevant, examine the foundations for these laws.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Working for Pay	<p><i>The student will:</i></p> <ul style="list-style-type: none">● differentiate between the rights and responsibilities of the employer and the employee● examine the protection offered to non-unionized labour● examine methods of providing financial support to unemployed workers.	<p><i>Canada Labour Code</i></p> <p><i>Employment Standards Code</i></p> <p><i>Workers' Compensation Board</i></p> <p><i>Labour Relations Code</i></p> <p><i>Copy of Unemployment Insurance Act, application forms</i></p>
Equality in the Workplace	<ul style="list-style-type: none">● discuss the impact of anti-discrimination laws with respect to labour● outline the remedies available for the wrongful dismissal of an employee.	<p><i>Individual's Rights Protection Act</i></p> <p><i>Labour Relations Act</i></p> <p><i>Employment Standards Code</i></p> <p><i>Hire-a-Student</i></p> <p><i>Canadian Charter of Rights and Freedoms</i></p>

MODULE LGS102: YOU AND THE LAW II – IN SOCIETY AND IN THE WORKPLACE
(continued)

Concept	Specific Learner Expectations	Notes
Protecting Society	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● define the nature of a crime ● discuss legislation related to young offenders ● differentiate between federal, provincial and municipal statutes and the related courts ● identify and describe various selected offences and give the consequences for each; e.g., motor vehicle, impaired, illegal possession, break and enter. 	<p><i>Young Offenders Act</i> <i>Police constable</i> <i>Psychologist</i> <i>Criminal Code of Canada</i></p>
Protecting Ourselves and Others	<ul style="list-style-type: none"> ● discuss the purpose of tort law ● compare remedies for tort action with those for criminal action ● examine current liability cases and remedies available under tort law. 	
Studying Our Rights and Responsibilities	<ul style="list-style-type: none"> ● discuss the various sources of individual rights and freedoms; e.g., the <i>Canadian Charter of Rights and Freedoms</i>, the <i>Individual's Rights Protection Act</i> ● explain the relationship between rights and responsibilities ● investigate anti-discrimination legislation ● discuss the role of an advocate; e.g., Children's Advocate, Patient's Advocate, Public Trustee, Ombudsman ● discuss the right to an education ● describe the rights and responsibilities of students. 	<p>Alberta Human Rights Commission <i>Environmental Protection and Enhancement Act</i> Human Rights Institute (57 Louis Pasteur, Ottawa, ON K1N 6N5) <i>School Act</i> School Handbook</p>

MODULE LGS201: FAMILY LAW

Level: Intermediate

Prerequisites: You and the Law I (LGS101), You and the Law II (LGS102)

Module Learner Expectations

The student will:

- investigate the laws regarding different types of personal relationships.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
History of Family Law	<i>The student will:</i> <ul style="list-style-type: none">● examine the development of laws related to the family.	
Marriage and Cohabitation Contracts	<ul style="list-style-type: none">● review the law regarding the distribution of property of legally married partners and partners who are not legally married● discuss the advantages and disadvantages of marriage and cohabitation contracts● explain the circumstances in which such contracts are considered valid by the court● prepare a sample marriage or cohabitation contract.	<i>Matrimonial Properties Act</i> Sample contracts from Mediation Services (Provincial Court)
Breakdown of Marriage and Cohabitation Relationships	<ul style="list-style-type: none">● examine the rights and responsibilities of a partner in regard to credit, disposal of property, etc.● review the obligations of parents to support children● analyze case studies of court decisions regarding distribution of property where there has been a breakdown of a marriage or a common-law relationship● explore the laws designed to:<ul style="list-style-type: none">– protect victims of spousal, elder and child abuse– provide consequences for abusers and deter prospective abusers.	

MODULE LGS201: FAMILY LAW (continued)

Concept	Specific Learner Expectations	Notes
Extended Family	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● examine the legal implications of the marriage of people who have been previously married, in particular if there are children from the previous marriages ● explore the rights of grandparents to have access to grandchildren ● discuss the legal obligations of adult children to their aging parents ● discuss the advantages and disadvantages of the enduring power of attorney. 	<p><i>Change of Name Act</i> <i>Dependent Adults Act</i> Canadian Grandparents' Rights Association (P.O. Box 64128, 5512-4 Street NW, Calgary, AB T2K 6J1) Alberta Human Rights Commission Alberta Council on Aging Power of Attorney <i>Domestic Relations Act</i></p>
Access to Services	<ul style="list-style-type: none"> ● list services available to the family ● examine the legal obligations of the government to supply services to the family ● assess the ability of individuals to secure equal access to services. 	<p>Human Rights Commission Humans on Welfare <i>Individual's Rights Protection Act</i></p>
Challenging Issues	<ul style="list-style-type: none"> ● identify some challenging issues such as the following: <ul style="list-style-type: none"> - surrogate mothers - living wills - private and public adoption - abortion - health issues - midwifery - homosexual parents - spousal and child maintenance - family violence - substance abuse - child neglect ● gather information on one of these issues ● investigate the laws in Canada regarding the issue 	

MODULE LGS201: FAMILY LAW (continued)

Concept	Specific Learner Expectations	Notes
Challenging Issues (continued)	<i>The student will:</i> <ul style="list-style-type: none">● compare legislation in Canada with that in other countries● examine alternatives● propose possible solutions.	
Law-related Careers	<ul style="list-style-type: none">● discuss careers in family law; e.g.:<ul style="list-style-type: none">– mediator– family court counsellor– surrogate court staff– amicus curia.	

MODULE LGS202: LABOUR LAW

Level: Intermediate

Prerequisites: You and the Law I (LGS101), You and the Law II (LGS102)

Module Learner Expectations

The student will:

- review present legislation
- propose changes in legislation.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Contract of Employment	<p><i>The student will:</i></p> <ul style="list-style-type: none">● examine the various types of contractual arrangements● identify the elements of a legal contract between employer and employee● discuss how labour contracts can be terminated● describe various types of fringe benefits in the employment contract● discuss the liability of employers and employees to third parties.	<p><i>Alberta Labour Relations Act</i></p> <p>Alberta Federation of Labour</p> <p>Copy of any collective agreement</p> <p>Labour lawyer</p>
Unions and Collective Bargaining	<ul style="list-style-type: none">● investigate how a union is certified or decertified● examine union membership (open shop, closed shop)● compare unionized labour with non-unionized labour with respect to making proposals; bargaining; conciliation, mediation and arbitration; agreement; strikes/lock-outs; and grievance procedures.	<p><i>Alberta Labour Relations Act/Board</i></p> <p>Representative of labour relations board</p> <p>Alberta Arbitration and Mediation Society</p>
Unemployment Insurance and Workers' Compensation	<ul style="list-style-type: none">● examine the protection offered to labour● differentiate between legislation at the federal and provincial level● compare the rights of the natural mother and father with those of people adopting a child.	<p><i>Workers' Compensation Act</i></p> <p><i>Unemployment Insurance Act</i></p> <p>Workers' Compensation Board</p>

MODULE LGS202: LABOUR LAW (continued)

Concept	Specific Learner Expectations	Notes
Women in the Workplace	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● outline the laws that protect women from discrimination in the workplace ● describe the concept of equal pay for work of equal value ● investigate and discuss legislation in other countries. 	<p>Alberta Status of Women Action Committee</p> <p><i>Canadian Charter of Rights and Freedoms</i></p> <p><i>Individual's Rights Protection Act</i></p> <p>Changing Together – a Centre for Immigrant Women</p> <p>Relevant legislation from other countries; e.g., equal rights amendment proposal from American Constitution</p> <p><i>Gender In the Workplace – a Study by the Alberta Law Society</i></p>
Challenging Issues	<ul style="list-style-type: none"> ● identify some challenging issues such as the following: <ul style="list-style-type: none"> – age of retirement – confidentiality – public disclosure – right of access to information – day care in the workplace – “whistle blowing” – right to strike – affirmative action – employment benefits in regard to homosexual couples – employment protection of domestic workers – wrongful dismissal – sexual harassment – eligibility for unemployment insurance and other benefits ● gather information on one of these issues 	

MODULE LGS202: LABOUR LAW (continued)

Concept	Specific Learner Expectations	Notes
Challenging Issues (continued)	<i>The student will:</i> <ul style="list-style-type: none">● investigate the laws in Canada regarding the issue● compare legislation in Canada with that in other countries● examine alternatives● propose possible solutions.	
Law-related Careers	<ul style="list-style-type: none">● discuss careers in labour law, e.g.:<ul style="list-style-type: none">– arbitrator– mediator– negotiator.	

MODULE LGS203: ENVIRONMENTAL LAW

Level: Intermediate

Prerequisites: You and the Law I (LGS101), You and the Law II (LGS102)

Module Learner Expectations

The student will:

- review present legislation on the environment
- outline procedures for a formal hearing
- propose new legislation or changes to existing legislation.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Environmental Protection Legislation	<p><i>The student will:</i></p> <ul style="list-style-type: none">● examine provincial and federal legislation governing the discharge of pollutants into air and water● analyze the division of power as set out in the <i>Constitution Act, 1867</i>, regarding the conservation and protection of the environment● discuss changes in the division of power● explain the purpose of the Canadian Environmental Network● propose changes to existing provincial legislation or propose new legislation● investigate environmental legislation in other countries● examine court decisions regarding non-compliance with the law.	<p><i>Clean Air Act</i></p> <p><i>Environmental Protection Enhancement Act</i></p> <p>Energy Resources Conservation Board</p> <p>Occupational Health and Safety</p> <p>Pamphlets from Canadian Environmental Network</p>
The Role of Groups and Individuals	<ul style="list-style-type: none">● investigate examples of private legal action taken on environmental concerns; e.g., the Oldman River Dam and Kananaskis Highway● describe a public review of a project or development that has an impact on the natural environment or the community's quality of life● describe the effect of the public interest lobby in environmental law-making● examine a plan of action for public involvement to persuade government to act on an environmental issue	<p>Friends of the Old Man River Association</p> <p>Alberta Wilderness Society</p> <p>Any local environment group</p> <p>Edmonton Recycle Society</p> <p>National Parks Service</p>

MODULE LGS203: ENVIRONMENTAL LAW (continued)

Concept	Specific Learner Expectations	Notes
The Role of Groups and Individuals (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● compare the public interest groups formed to encourage conservation and protection of the wilderness with those groups formed to resolve environmental problems. 	Newspaper or magazine articles detailing actions taken by various environmental groups
Challenging Issues	<ul style="list-style-type: none"> ● identify some challenging issues such as the following: <ul style="list-style-type: none"> – finding landfill sites – toxic waste management – worldwide environmental issues – international pollution ● gather information on one of these issues ● investigate the laws in Canada regarding the issue ● compare legislation in Canada with that in other countries ● examine alternatives ● propose possible solutions. 	Federal Green Plan
Law-related Careers	<ul style="list-style-type: none"> ● discuss careers in environmental law; e.g.: <ul style="list-style-type: none"> – consultant – arbitrator – mediator – environmentalist. 	

MODULE LGS204: CRIMINAL LAW

Level: Intermediate

Prerequisites: You and the Law I (LGS101), You and the Law II (LGS102)

Module Learner Expectations

The student will:

- examine the Canadian criminal justice system.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Criminal Justice System	<p><i>The student will:</i></p> <ul style="list-style-type: none">● discuss the historical basis of criminal law and the criminal code● identify statutes setting out criminal and provincial quasi-criminal law; e.g., <i>Criminal Code</i>, <i>Narcotics Control Act</i>, the <i>Highway Traffic Act</i>, the <i>Young Offenders Act</i>● discuss the role of the provincial and federal Departments of Justice● identify the jurisdiction of the courts within Alberta● identify alternatives to courts for dispute resolution (Sec. 4 and 69 of the <i>Young Offenders Act</i>, Aboriginal Tribal Councils, Adult Alternative Measures, etc.)● describe the powers of appeal courts and the function of the Supreme Court of Canada.	<p><i>British North America Act</i></p> <p>Martin's Criminal Code</p> <p>Alberta Criminal Lawyers Association</p> <p>Law Society of Alberta</p> <p>John Howard Society</p>
Criminal Process	<ul style="list-style-type: none">● differentiate between summary (including provincial), hybrid, and indictable offences● outline the legal procedure for handling the various criminal offences from the commission of the offence to the trial● explain the purpose of a preliminary hearing● discuss trial by judge or by judge and jury● describe how a jury is selected.	<p>Magna Carta</p> <p><i>Criminal Code</i></p> <p><i>Canadian Charter of Rights and Freedoms</i></p> <p><i>Individual's Rights Protection Act</i></p> <p><i>Young Offenders Act</i></p> <p>Legal Aid Society of Alberta</p> <p>Student Legal Services</p>

MODULE LGS204: CRIMINAL LAW (continued)

Concept	Specific Learner Expectations	Notes
Police	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● describe the role of the police in our criminal justice system ● describe the powers of the police with respect to arrest, questioning, search and seizure, custody and release ● explain the right of “habeas corpus”. 	Municipal Police
Crown and Defence	<ul style="list-style-type: none"> ● describe the role of the Crown ● explain the onus and burden of proof ● discuss sources of legal services ● identify and describe the various defences and their effect on sentencing. 	Criminal lawyer Crown prosecutor
Consequences	<ul style="list-style-type: none"> ● analyze the purpose of and guidelines for sentencing ● describe the various types of sentences ● differentiate between federal penitentiaries and provincial jails ● explain the purpose of different correctional institutions ● analyze the relationship of the crime to the sentence administered ● discuss the implications of coming into conflict with the law even if acquitted (finger printing, job loss, publicity, etc.). 	Correctional Services personnel Victim Services
Conditional Release	<ul style="list-style-type: none"> ● differentiate between temporary absence program, parole, and statutory release ● describe the factors that determine the granting of conditional release ● describe the role of the National Parole Board in federal and provincial paroles ● describe the role of the Temporary Absence program in Alberta ● discuss the nature of after-care agencies. 	Parole Board of Canada Halfway houses

MODULE LGS204: CRIMINAL LAW (continued)

Concept	Specific Learner Expectations	Notes
Challenging Issues	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● identify some challenging issues such as the following: <ul style="list-style-type: none"> – prison reform – parole and mandatory supervision – plea bargaining – conditions for probation including community service, restitution and treatment (do they work?) – victims of crime – criminal law reform – the repeat offender – capital punishment – legal aid in Alberta – organized crime in Canada – the role of the police – young offenders and the law ● gather information on one or more of the issues ● investigate the laws in Canada regarding the issue(s) ● compare legislation in Canada with that in other countries ● examine alternatives ● propose possible solutions. 	
Law-related Careers	<ul style="list-style-type: none"> ● discuss careers in the criminal justice system; e.g.: <ul style="list-style-type: none"> – court reporter – clerk of the court – bailiff – court attendant – sheriff – legal assistant – correctional and prisoner security – corrections officer – police officer – process server – investigators: fraud, insurance, arson, private. 	

MODULE LGS301: CONSUMER AND PROPERTY LAW

Level: Advanced

Prerequisites: You and the Law I (LGS101), You and the Law II (LGS102)

Module Learner Expectations

The student will:

- investigate laws governing complex consumer transactions.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Renting Personal and Real Property	<p><i>The student will:</i></p> <ul style="list-style-type: none">● describe the various types of bailments (parking, rental, repair, storage, liens, etc.)● describe the rights and responsibilities of bailors and bailees in specific situations● explain the basic principles of contract law that apply to rental agreements● define different types of rental arrangements; e.g., fixed term (lease), periodic, at will and temporary (i.e., hotels, innkeepers, rooming houses)● describe liability implications of leasing property● list items to be considered if assigning or subletting.	Lease agreement <i>Residential Tenancies Act</i> Property management company
Purchasing a Home	<ul style="list-style-type: none">● differentiate between real and personal property● investigate various forms of property ownership● describe the rights of the property owner; e.g., water rights, air space, quiet enjoyment● explain the procedures involved in listing a property for sale● discuss elements included in an offer to purchase● outline the various searches necessary to investigate the purchase● contrast methods of financing the purchase	<i>Builders' Lien Act</i> Condominium association Documents related to an offer to purchase (available at any real estate or law office) <i>Real Estate Agents' Licensing Act</i> Legal Resource Centre Land Titles office Real estate agent

MODULE LGS301: CONSUMER AND PROPERTY LAW (continued)

Concept	Specific Learner Expectations	Notes
Purchasing a Home (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> compare the rights and obligations of the mortgagee with those of the mortgagor describe the role of various professionals in buying and selling property (realtors, lawyers, assessors, surveyors). 	<p>Conveyance lawyer</p> <p>Mortgage agreement</p> <p>Appraiser</p>
Making Investments	<ul style="list-style-type: none"> discuss types of investments that are available examine the regulations that pertain to various types of investments describe the need for more or less regulation by governments outline tax implications of various investments. 	<p>Consumer and Corporate Affairs – 2000 A.D.</p> <p>Investment companies</p> <p>Mutual funds</p> <p>RRSP pamphlets</p> <p>Income tax office</p> <p>Government bonds (Canada Savings Bond information)</p> <p><i>Income Tax Act</i></p> <p><i>Canada Deposit Insurance Corporation Act</i></p> <p>Bank</p> <p>Trust company</p> <p><i>Companies Act</i></p>
Protecting the Consumer	<ul style="list-style-type: none"> discuss legal protection of a consumer (common law, statute law, contract law, government agencies) identify consumer protection legislation compare Alberta's laws relating to consumers with those of the federal government discuss various agencies that assist the buyer and seller outline the steps to be taken in solving a consumer problem explain the implications of purchasing a new or used item and the source from which it is purchased; e.g., retail stores, pawn shops, second-hand stores 	<p>Consumer and Corporate Affairs</p> <p>Canada</p> <p>Advertising Standards Council of Canada</p> <p><i>Competition Act</i></p> <p><i>Hazardous Products Act</i></p> <p>Better Business Bureau</p> <p>Food inspector</p> <p><i>Consumers Packaging and Labelling Act</i></p>

MODULE LGS301: CONSUMER AND PROPERTY LAW (continued)

Concept	Specific Learner Expectations	Notes
Protecting the Consumer (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● discuss the role of the credit bureau in providing information on an individual's credit rating ● discuss the assignment, breach and discharge of a contract. 	<p><i>Textile Labelling Act</i> <i>Hotel and Restaurant Association of Canada</i> <i>Food and Drug Act</i> <i>Unfair Trade Practices Act</i> <i>Direct Sales Cancellation Act</i> Manager of customer service department of any major store Canadian Standards Association</p>
Building or Renovating a Home	<ul style="list-style-type: none"> ● outline legal procedures involved in building a home; e.g., contracting help, insuring, financing liens, zoning ● explain the role of various contractors and trades in building or renovating property. 	<p>Development Appeal Board Zoning Branch of Municipal Government <i>Builders' Lien Act</i> Contractors associations</p>
Challenging Issues	<ul style="list-style-type: none"> ● identify some challenging issues such as: <ul style="list-style-type: none"> – volunteers – intellectual property rights – unconscionable interest rates – “lemon” laws – conflicting property rights ● gather information on one or more of these issues ● investigate the laws in Canada regarding the issue(s) ● compare legislation in Canada with that in other countries ● examine alternatives ● propose possible solutions. 	

MODULE LGS301: CONSUMER AND PROPERTY LAW (continued)

Concept	Specific Learner Expectations	Notes
Law-related Careers	<p><i>The student will:</i></p> <ul style="list-style-type: none">● discuss careers in consumer and property law; e.g.:<ul style="list-style-type: none">- consumer advocate- arbitrator and mediator- lawyer within government and in business- private security officer.	

MODULE LGS302: CONFLICT RESOLUTION

Level: **Advanced**

Prerequisites: **You and the Law I (LGS101), You and the Law II (LGS102)**

Module Learner Expectations

The student will:

- differentiate between traditional and alternate dispute resolution methods
- demonstrate an understanding of the progression of dispute resolution options.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Negotiation	<i>The student will:</i> <ul style="list-style-type: none">● define negotiation● identify instances where negotiation would be appropriate.	Labour negotiator Litigation lawyer Insurance adjustor
Mediation	<ul style="list-style-type: none">● define mediation● identify instances where mediation would be appropriate.	Alberta Arbitration & Mediation Society Landlord & Tenant Advisory Board <i>Labour Relations Code</i> Family Mediation Project Professional mediator Video re Insurance Mediation
Arbitration	<ul style="list-style-type: none">● define arbitration● identify instances where arbitration would be appropriate.	<i>Arbitration Act</i> <i>School Act</i> Superintendent of Insurance
Adjudication	<ul style="list-style-type: none">● describe when litigation is required in attempting to resolve a dispute● participate in a civil court simulation● participate in a criminal court simulation● compare civil standards and procedures with criminal standards and procedures● compare arbitration with adjudication.	Judge as speaker Law Now (<i>Resource News</i> , Oct 1987 Vol. 12, #2) Mock Trial Kits from Legal Resource Centre Visit to Court House

MODULE LGS302: CONFLICT RESOLUTION (continued)

Concept	Specific Learner Expectations	Notes
Challenging Issues	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● identify some challenging issues ● gather information on one or more of these issues ● investigate examples of negotiation, mediation, arbitration and litigation ● describe how these methods are used to resolve disputes in a variety of situations such as: <ul style="list-style-type: none"> – environmental issues – workplace scenarios – labour disputes – conflicts between individuals and governments – family breakdown. 	
Law-related Careers	<ul style="list-style-type: none"> ● discuss potential careers in law related to: <ul style="list-style-type: none"> – the courts – labour relations – litigation – mediation – arbitration – negotiation. 	

MODULE LGS303: LAW AND THE TRAVELLER

Level: Advanced

Prerequisites: You and the Law I (LGS101), You and the Law II (LGS102)

Module Learner Expectations

The student will:

- examine the legal considerations when individuals travel abroad.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Legal Documents	<p><i>The student will:</i></p> <ul style="list-style-type: none">● identify the various documents needed to travel outside of Canada● explain the required documentation and the procedures to obtain such documents as visas, passports and international driving licenses● discuss the possible consequences of not having the appropriate documents when travelling outside of Canada● describe the procedures to replace lost or stolen documents when travelling abroad.	Public Health Nurse Travel Agent Foreign Consulates U.S. Immigration Canadian Department of External Affairs
Scheduling and Reservation	<ul style="list-style-type: none">● explain the legal rights and responsibilities of carriers, innkeepers, travel agents and travellers● describe the legal implications of making, changing or cancelling a reservation.	Transport Canada <i>Innkeepers Act</i> Alberta Hotel Association Manager of a major hotel/motel Representative from a major transportation company
Travel Agencies and Consultants	<ul style="list-style-type: none">● examine the role and legal responsibilities of travel agencies● describe the licensing of travel consultants.	Consumer Services Department of Municipal Affairs Lawyer Representative from a travel agency

MODULE LGS303: LAW AND THE TRAVELLER (continued)

Concept	Specific Learner Expectations	Notes
Insurance Decisions	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● discuss the “standard form” ticket and its legal implications ● identify the various types of insurance that relate to travel (baggage, sickness, default of tour company) ● investigate the process of making a claim on travel-related insurance. 	<p>Superintendent of Insurance</p> <p>Insurance agent</p> <p>Insurance policies</p>
Purchases Abroad	<ul style="list-style-type: none"> ● describe restriction on bringing goods back to Canada ● analyze the role of Canada Customs as it relates to bringing in goods from abroad ● investigate the penalties and limitations that exist in regard to purchases made abroad ● discuss the need for monitoring goods brought into Canada. 	<p>Agriculture Canada</p> <p>Canada Customs Act</p> <p>RCMP Customs and Excise Section</p> <p>Canada Customs</p>
Laws and Customs in Other Countries	<ul style="list-style-type: none"> ● discuss how culture has influenced or may influence laws in other countries ● identify common problems travellers encounter in foreign countries ● investigate penalties and consequences for violation of laws in other countries ● explore methods of seeking legal assistance or guidance in a foreign country ● analyze how relationships with other countries may influence a country’s laws toward foreign nationals. 	<p>Department of External Affairs</p> <p>Foreign Embassies or Consulates</p> <p>Foreign travel bureaus</p> <p>P.C. Globe (a software program)</p>
Challenging Issues	<ul style="list-style-type: none"> ● identify come challenging issues such as the following: <ul style="list-style-type: none"> – bankruptcies in travel industries – extradition agreements – local customs and attitudes toward women – Canadians charged and imprisoned abroad ● gather information on one or more of these issues ● compare our laws and judicial system with those of other countries in regard to this issue(s). 	

MODULE LGS303: LAW AND THE TRAVELLER (continued)

Concept	Specific Learner Expectations	Notes
Law-related Careers	<p><i>The student will:</i></p> <ul style="list-style-type: none">● discuss careers in law; e.g.:<ul style="list-style-type: none">– diplomatic corps– customs officer– foreign services– travel agent.	

MODULE LGS304: NEGLIGENCE

Level: Advanced

Prerequisites: You and the Law I (LGS101), You and the Law II (LGS102)

Module Learner Expectations

The student will:

- investigate the area of tort law called “negligence”.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Elements of Negligence	<i>The student will:</i> <ul style="list-style-type: none">● discuss the evolution of the area of negligence● list and describe the elements that make up the legal concept of negligence (duty of care, breach, real loss or injury).	Donaghue case
Breach of Duty of Care	<ul style="list-style-type: none">● define the doctrine of the standard of care of the “reasonable man”● explain how the doctrine of the “reasonable man” applies to special categories; e.g., minors, professionals● explain the term “proximate cause” or “causation”.	<i>Emergency Medical Aid Act</i> Floyd v. Bowers
Damages	<ul style="list-style-type: none">● describe loss or injury as an element of negligence● identify the types of damages for which a person may claim compensation.	Mathews et al. v. Mackaren et al.
Defences to Negligence	<ul style="list-style-type: none">● explain the principle of “contributory negligence”● define what constitutes “voluntary assumption of risk”.	<i>Contributory Negligence Act</i>

MODULE LGS304: NEGLIGENCE (continued)

Concept	Specific Learner Expectations	Notes
Special Types of Liability	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● explain the special situations under which certain types of liability are imposed; e.g., strict, vicarious, occupiers' liability ● identify the liabilities that may apply to the driver and the owner of a motor vehicle as a result of a motor vehicle accident ● analyze cases where special types of liability have been a key issue. 	<p><i>Occupiers' Liability Act</i></p> <p><i>Innkeepers Act</i></p> <p><i>Highway Traffic Act</i></p>
Suing in Civil Court	<ul style="list-style-type: none"> ● discuss the structure and process of the civil court (Provincial Court or Queen's Bench) ● prepare documents required to take action in civil court. 	
Challenging Issues	<ul style="list-style-type: none"> ● propose solutions to problems related to negligence in regard to the following: <ul style="list-style-type: none"> – size of damage awards – no-fault insurance – manufacturers – professionals – motorists – parents. 	
Law-related Careers	<ul style="list-style-type: none"> ● discuss careers related to negligence: <ul style="list-style-type: none"> – insurance adjuster – driver education instructor (trainer) – appraiser – consumer advocate. 	

MODULE LGS305: LAWS AFFECTING SMALL BUSINESS

Level: **Advanced**

Prerequisites: **You and the Law I (LGS101), You and the Law II (LGS102)**

Module Learner Expectations

The student will:

- examine the legal considerations involved in operating a small business.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Starting a Business	<i>The student will:</i> <ul style="list-style-type: none"> ● discuss the importance of protecting the intellectual property (copyright, patent, trademark, design, etc.) of a small business ● analyze the various ways of organizing a small business; e.g., proprietorship, partnership, corporation ● describe the advantages and disadvantages different organizational structures provide ● describe the various methods of financing a small business and the legal implications. 	<i>Copyright Act</i> <i>Patent Act</i> Canadian Patent Reporter Inventor <i>Alberta Business Corporations Act</i> Chamber of Commerce Consumer and Corporate Affairs YMCA–Small Business Ventures
Running a Business	<ul style="list-style-type: none"> ● identify and describe the various legal requirements in operating a small business ● discuss specific legislation as it relates to the sale of goods and services ● review the rights and responsibilities of employees and employers ● identify some common problems for employees and employers ● describe how rights and responsibilities of employers and employees would change where there is a collective agreement ● describe the taxation concerns of a small business in Canada ● discuss the reporting and recordkeeping requirements 	Statute of Frauds Better Business Bureau Municipal, provincial and federal licensing requirements <i>Direct Sales Cancellation Act</i> Alberta Opportunity Company Bank manager Corporate lawyer <i>Individual's Rights Protection Act</i>

MODULE LGS305: LAWS AFFECTING SMALL BUSINESS (continued)

Concept	Specific Learner Expectations	Notes
Running a Business (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe alternative methods of securing and/or collecting the debts owing to a business or by a business identify special legal considerations when importing or exporting goods. 	<p><i>Workers' Compensation Act</i> <i>Canadian Charter of Rights and Freedoms</i> <i>Employment Standards Code</i> <i>Occupational Health and Safety</i> <i>General Sales Tax Act</i> <i>Unemployment Insurance Commission</i> <i>Canada Pension Plan</i> <i>Revenue Canada</i> <i>City tax office</i> <i>Excise Act</i> <i>Personal Property Security Act</i> <i>Builders' Lien Act</i> <i>Garageman's Lien Act</i> <i>Excise and Customs Act</i></p>
Ending a Business	<ul style="list-style-type: none"> examine the voluntary and involuntary dissolution of a business; e.g., winding up, sale, death of an owner and bankruptcy. 	<p><i>Bankruptcy Act</i> <i>Alberta Business Corporations Act</i></p>
Challenging Issues	<ul style="list-style-type: none"> identify some challenging issues such as the following: <ul style="list-style-type: none"> receivership/bankruptcy liability ethics in business profit motive versus social responsibility protectionism gather information on one or more of these issues 	

MODULE LGS305: LAWS AFFECTING SMALL BUSINESS (continued)

Concept	Specific Learner Expectations	Notes
Challenging Issues (continued)	<i>The student will:</i> <ul style="list-style-type: none">● investigate laws in Canada or the province in regard to the issue(s)● examine alternatives● propose solutions.	
Law-related Careers	<ul style="list-style-type: none">● discuss careers in business law; e.g.:<ul style="list-style-type: none">- corporate lawyer- receiver- trustee in bankruptcy- tax lawyer.	

MODULE LGS306: EFFECTING CHANGES IN THE LAW

Level: Advanced

Prerequisites: You and the Law I (LGS101), You and the Law II (LGS102)

Module Learner Expectations

The student will:

- describe how different views of people are expressed in controversial issues affecting society
- describe the various methods used to bring about changes in the law.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Controversial Issues	<p><i>The student will:</i></p> <ul style="list-style-type: none">● define and provide examples of what constitutes a controversial issue● identify a number of controversial issues locally, nationally and internationally● investigate the legal elements of those issues● investigate laws relevant to the defined issue including; e.g., historical perspective, current legislation, implications for society, in other countries● propose possible solutions to affect changes in the law. <p>Note: In this module, research and interest will determine what issues the student decides to investigate. Some possible topics for investigation are listed below.</p> <ul style="list-style-type: none">- victims of crime- pornography and censorship- substance abuse- same sex marriage- environment- sexually transmitted diseases- capital punishment- abortion- gun control- right to die- prison reform- immigration- mandatory drug testing- aboriginal issues.	<p>Legal Education and Action Fund (LEAF)</p> <p>Politicians</p> <p>Information from various lobby groups (e.g., profile organizations, National Rifle Association, Local Chapter of Victims of Violence, local police service, women's rights groups, AIDS Network)</p> <p>An annotated <i>Criminal Code</i></p> <p>Lawyer</p>

MODULE LGS307: LANDMARK DECISIONS

LEVEL: Advanced

Prerequisites: You and the Law I (LGS101), You and the Law II (LGS102)

Module Learner Expectations

The student will:

- identify “landmark decisions” and analyze their subsequent effects.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Background	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● define the term “precedent” and explain how it operates in our legal system ● identify and discuss examples of “landmark decisions”*. 	<p>Note: Because this module is primarily research-based, the resources below are a partial list.</p>
Analyzing Change	<ul style="list-style-type: none"> ● analyze the political, social and economic environment of the time a particular decision is rendered ● compare the outcome of these cases with the present “notions of justice” ● describe the subsequent influence of the decision on court cases and legislation. 	<p><i>Scales of Justice</i> (audiotapes, study resource guide based on texts <i>Seven Famous Cases</i> and <i>Ten Famous cases Revisited</i>)</p>
Challenging Issues	<ul style="list-style-type: none"> ● suggest future issues that may allow landmark cases to evolve in regard to the following: <ul style="list-style-type: none"> – Language Rights – Family Law – Criminal Law – Immigration – Sovereignty – Expert Witness – Rights and Freedoms – Minority Rights <p>*Note: The following is a partial list of cases felt to be landmark cases in the Canadian perspective.</p> <p><u>Language Rights</u></p> <ul style="list-style-type: none"> – Forest v. A. G. of Manitoba, Bilodeau v. A. G. of Manitoba – Attorney General of Quebec v. Quebec Association of Protestant School Boards et al – Mahe v. H.M.Q. – <i>Public Schools Act</i> of Manitoba 	<p><i>Great Alberta Law Cases</i> (ACCESS Network, audiotapes)</p> <p><i>A Case for Canada</i> (10 cases historically important in the areas of rights and freedoms, minority rights, social justice)</p> <p><i>World’s Great Trials from Socrates to Jean Harris</i> (Brandt Aymor and Edward Sagarin, Bonanza Books, Crown Publishers)</p> <p><i>On Trial</i> (Jack Batten, Macmillan, 1988)</p>

MODULE LGS307: LANDMARK DECISIONS (continued)

Concept	Specific Learner Expectations	Notes
Challenging Issues (continued)	<p><i>The student will:</i></p> <p><u>Family</u></p> <ul style="list-style-type: none"> - Murdoch (Rathwell) - Pettkus v. Becker - Pelech v. Pelech Moge v. Moge <p><u>Criminal</u></p> <ul style="list-style-type: none"> - Regina v. Big M Drug Mart Ltd. - Regina v. Morgentaler (Supreme) - Regina v. Brydges - Regina v. Oakes <p><u>Immigration</u></p> <ul style="list-style-type: none"> - Tomey Homma v. The King, The King v. Quong Wing <p><u>Canada's Sovereignty</u></p> <ul style="list-style-type: none"> - Operation Dismantle v. The Queen <p><u>Expert Witness</u></p> <ul style="list-style-type: none"> - Truscott (Marshall) <p><u>Rights and Freedoms</u></p> <ul style="list-style-type: none"> - Roncarelli v. Duplessis, The King v. Russell (The Winnipeg General Strike) <p><u>Minority</u></p> <ul style="list-style-type: none"> - Regina v. Cadien, Riel v. The Queen, Calder v. Attorney General of British Columbia, Regina v. Brydges <p><u>Right to Die</u></p> <ul style="list-style-type: none"> - Nancy B v. H.M.Q. - Rodriguez v. H.M.Q. 	<p><i>Great Trials in American History</i> (teacher resource)</p>

MODULE LGS308: INTERNATIONAL LAW

LEVEL: Advanced

Prerequisites: You and the Law I (LGS101), You and the Law II (LGS102)

Module Learner Expectations

The student will:

- explore the basic principles of public international law
- analyze the sources of international law and the methods of enforcement.

Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Private/Public	<i>The student will:</i> <ul style="list-style-type: none">● define the terms “private” and “public” in regard to international law.	
Sources	<ul style="list-style-type: none">● explain the term “custom” and how a common practice may result in the necessity of a more formalized agreement (convention, treaty, memorandum of understanding)● describe the effect “conventions” have on international relationships● analyze and compare conventions that have been ratified● explain the development of an international treaty or agreement and give examples (Law of the Sea, Convention on Refugees, Convention on the Rights of the Child, etc.).	Acts are available from the Queen’s Printer for Canada, Ottawa, ON
United Nations	<ul style="list-style-type: none">● describe the different organs of the United Nations and their relationships to each other● analyze the role of the Economic and Social Council in the development of conventions and treaties● describe the circumstances when the International Court of Justice may hear a dispute● analyze a specific international issue dealt with by either the Security Council or the General Assembly of the United Nations.	Reports and information are available from United Nations Organization in New York or from a local chapter

MODULE LGS308: INTERNATIONAL LAW (continued)

Concept	Specific Learner Expectations	Notes
Other International Agencies	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● describe the role and composition of associations of states ● compare the European Economic Community with other regional associations of states. 	
Basis of Obligations	<ul style="list-style-type: none"> ● differentiate between the methods of enforcement; e.g., adjudication, international political pressure, sanctions, peacekeeping and expulsion ● analyze specific cases to determine how decisions would be enforced in the international realm; e.g., Sandra Lovelace, 200-mile fishing limit ● discuss the changing role of the United Nations from peacekeeping to peacemaking. 	
Law-related Careers	<ul style="list-style-type: none"> ● discuss careers related to international law, e.g.: <ul style="list-style-type: none"> – embassy staff – lawyer – United Nations staff – Armed Forces – World Bank – Canadian International Development Agency. 	

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